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ABSTRACT

Intended for use by rehabilitation professionals counseling small groups of disabled people, the Occupational Choice Strategy (OCS) was designed to be responsive to both the needs and desires of the disabled and the cost and time constraints faced by rehabilitation counselors. OCS incorporates: (1) concise occupational information easily accessed by the participants, (2) assessment methods that clarify a client's self-picture and vocational potential, (3) opportunities to practice decision-making and problem-solving skills, (4) supportive peers and counselors, (5) a cognitive model to organize self-knowledge and occupational information, and (6) activities to enhance participants' abilities to envision themselves in various work roles (based on Glasser's Reality Therapy and Control Theory techniques). The entire program consists of the trainer's guide, a participant's workbook, tape/slide presentations, and an occupational report diskette which transforms aptitude and interest scores into a list of occupations appropriate for that individual. The 27 lesson plans are grouped into four units: Understanding OCS, Understanding Myself, Knowing the World of Work, and Making a Vocational Choice and Plan. Appendixes provide a sample case, a transcript of a slide/audiotape presentation on the sample case, a shortened OCS program, and a supplementary occupational screen for low-functioning vocational rehabilitation clients. (DB)

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Enhancing Employability

ED313858

Trainer's Guide

OCCUPATIONAL CHOICE STRATEGY

Supplement to Vocational Counseling Programs

Arkansas Research & Training Center in Vocational Rehabilitation University of Arkansas, Fayetteville Arkansas Rehabilitation Services

OCS
OCS
OCS

Published By

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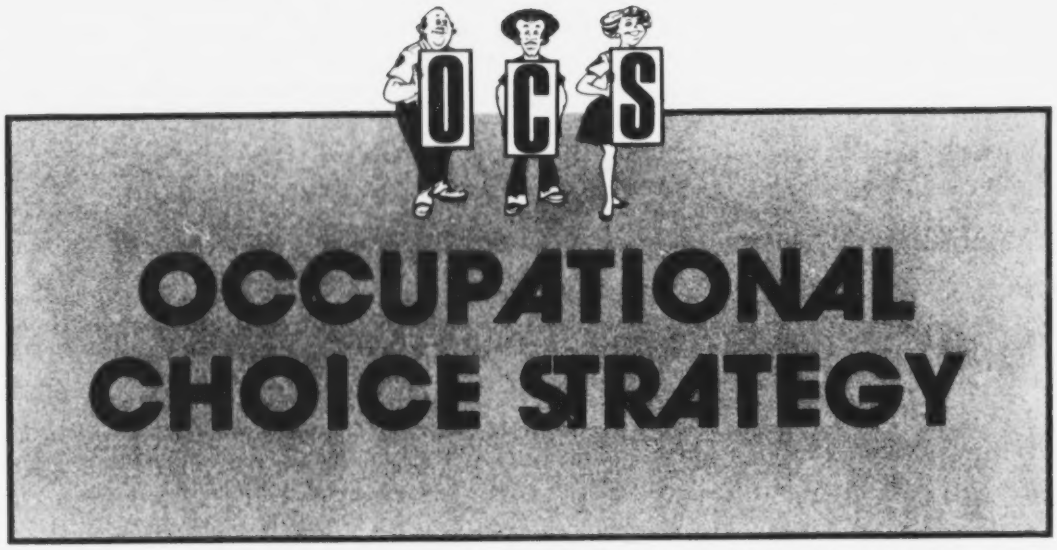
Trainer's Guide



A Small Group Vocational Counseling Program

Kay Fletcher Schriner • Richard T. Roessler

1988

Arkansas Research & Training Center in Vocational Rehabilitation
University of Arkansas, Fayetteville
Arkansas Rehabilitation Services

Abstract

The Occupational Choice Strategy (OCS) is a vocational counseling resource for use in rehabilitation agency and facility settings. Through a series of group activities, OCS enables rehabilitation clients to explore the relationship of personal assessment data and occupational information to potential vocational choices. OCS was designed in response to the expressed needs of severely disabled individuals and to the cost and time constraints faced by rehabilitation counselors.

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Kay Fletcher Schriner

Richard T. Roessler

Introduction

The Occupational Choice Strategy provides the rehabilitation professional with a useful vocational counseling tool for severely disabled people. Through a series of small group activities, OCS involves rehabilitation clients in:

1. understanding the significance of vocationally-relevant personal characteristics such as needs, personal strengths and limitations, interests, and aptitudes;
2. exploring the world of work; and
3. developing a vocational choice and plan.

Responsive to the needs and desires of severely disabled individuals, OCS is also compatible with the cost and time constraints faced by rehabilitation counselors.

Developed from a review of vocational counseling research, OCS components reflect the "ideal intervention" as defined by Holland, Magoon, and Spokane (1982, p. 298). Hence, OCS incorporates (a) concise occupational information easily accessed by the participants; (b) assessment methods that "clarify a client's self-picture and vocational potential;" (c) opportunities to practice decision-making and problem-solving skills; (d) supportive peers and counselors; and (e) a cognitive model to organize self-knowledge and occupational information. Figure 1 describes how these ideal intervention components are addressed in OCS.

In addition, OCS includes a sixth component—activities to enhance participants' abilities to envision themselves in various work roles. Incorporated from Glasser's (1981) Reality Therapy and Control Theory techniques, these visualization activities motivate participants to commit themselves to an occupational goal-setting strategy.

Figure 1

Ideal Intervention Components	OCS Parallels
1. Occupational information	1. Guide to Occupational Exploration, Dictionary of Occupational Titles, Occupational Outlook Handbook, Information Interviews, and visits from business representatives and vocationally successful former rehabilitation clients.
2. Assessment materials and devices	2. Personal Needs Assessment, Personal Capacities Questionnaire, Occupational Report (with USES Interest Inventory and General Aptitude Test Battery).
3. Comprehensive cognitive structure for organizing information about self and occupational alternatives.	3. A decision-making process is stressed in making occupational choices. Problem-solving process is emphasized in solving problems related to a specific vocational goal.
4. Individual or group activities	4. Participants frequently practice decision-making and problem-solving strategies in paired participant and small group exercises.
5. Counselors, groups or peers who provide support	5. The counselor guides the group through activities to facilitate individual skill acquisition. Participants select "buddies" to work with during several activities. Group members are encouraged to provide feedback and emotional support to others in group.
6. Activities to visualize oneself in various work roles	6. Participants are frequently asked to explore their vocational self-images and plans.

To the Trainer

What OCS Materials are Needed?

The Occupational Choice Strategy has several parts:

Trainer's Guide. The Trainer's Guide contains a suggested narrative that the trainer may read or paraphrase during sessions; the Trainer's Guide also displays each page of the Participant's Workbook.

Participant's Workbook. The **Workbook** contains the material used by participants during training.

OCS Tape/Slide Presentations. OCS includes tape/slide portrayals of (a) individuals with disabilities in various work roles and (b) one client (Melinda Bracken) applying OCS materials in her own vocational planning (see Appendix A and Appendix B).

Occupational Report. OCS also includes the Occupational Report diskette. The diskette transforms aptitude and interest scores into a list of occupations which are appropriate for that individual. The next section describes how to obtain the USES Interest Inventory and the General Aptitude Test Battery (GATB) necessary to use the Occupational Report.

Although designed as a complete vocational counseling program, OCS is flexible. Activities or materials may be added or modified to fit a particular situation. For example, Apendix C presents a shortened version of OCS for situations allowing only about 6 hours for the training.

Where Can OCS Materials Be Ordered?

OCS materials can be ordered from:

Arkansas Research & Training Center in Vocational Rehabilitation
Publications Department
P.O. Box 1358
Hot Springs, AR 71902

What Else Is Needed to Use OCS?

OCS makes use of several assessment devices:

Occupational Report (OR). A computer diskette which enables the trainer to generate the Occupational Report is included with the OCS Trainer's Guide. The diskette is "menu driven" and can easily be used on an IBM personal computer or IBM compatible PC. The OR uses individual scores on the General Aptitude Test Battery (GATB) or the Non-reading Aptitude Test Battery (NATB) and the USES Interest Inventory to generate an occupational interest profile, occupational aptitude profile, and a list of work groups for which the client has high and moderate probability of success based on aptitude scores. In order for participants to receive maximum help from OCS, they must, therefore, complete the GATB or NATB and the USES Interest Inventory. These instruments are administered by the state employment service. They may also be available in rehabilitation field and facility settings.

Questions regarding use of the OR diskette should be directed to:

University of Arkansas
Arkansas Research & Training Center in Vocational Rehabilitation
Data Processing Division
346 N. West Avenue
Fayetteville, AR 72701

Questions regarding availability of GATB/NATB and USES testing should be addressed to local state employment security offices.

Personal Capacities Questionnaire (PCQ). Inexpensive and easily administered, the PCQ (Crewe & Athelstan, 1981) is used to help individuals with disabilities assess their strengths and weaknesses in physical, emotional, and intellectual functioning. It can be ordered from:

Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin-Stout
Menomonie, WI 54751

The PCQ costs approximately $5.00 for a packet of 50 test forms. Participants must complete the PCQ prior to Lesson 11.

Sources of Occupational Information. The OCS includes a series of activities designed to help participants know more about the world of work. Recommended materials are available from the Department of Labor, e.g., the Dictionary of Occupational Titles (DOT), the Guide to Occupational Exploration (GOE; 1979 edition), and the Occupational Outlook Handbook (OOH). These materials can be obtained through the local library, state employment security office, or through the Government Printing Office in Washington, D.C.

Other occupational information may be used as well. For example, local businesspeople can often provide information, or the local Chamber of Commerce may have useful resources.

How Should OCS Participants Be Selected?

OCS has been designed for use in field and facility settings with most rehabilitation clients. Because OCS uses the Occupational Report containing the USES Interest Inventory and the GATB or NATB, counselors should not include clients who have very depressed aptitude and/or interest profiles. OCS has been used successfully with lower-functioning clients (fourth grade reading level); however, a Supplementary Occupational Screen (SOS; Appendix D) is suggested which incorporates lower cut-off scores for the various Occupational Aptitude Profiles (OAP). If difficulties are encountered in using the Supplementary Occupational Screen (SOS), contact the Arkansas R&T Center for more information.

What are the Most Optimal Training Conditions?

Ideally, the training groups should be small — 6 or 8 persons. Because participants often pair off to work on specific activities, an even number of participants is recommended. The room used for training should be big enough so that participants can move around easily. Tables are required for writing exercises and using occupational information materials.

The OCS program requires approximately 11 hours with a group of 6 participants. It is best to schedule the sesions every day or every other day to provide continuity and to enhance group dynamics. Most lessons are short and can be used in various combinations. Appendix C contains a shortened training strategy for those who must reduce the amount of time committed to OCS. This shortened version requires about 6 hours.

References

Crewe, N.M., & Athelstan, G.T. (1981). **Personal Capacities Questionnaire.** Minneapolis, MN: University of Minnesota. Distributed by Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.

Glasser, W. (1981). **Stations of the mind.** New York: Harper & Row.

Holland, J.L., Magoon, T.M., & Spokane, A.R. (1981). Counseling psychology: Career interventions, research and theory. **Annual Review of Psychology, 32,** 279-305.

Lofquist, L.H., & Dawis, R.V. (1969). **Adjustment to work.** New York: Appleton-Century-Crofts.

Understanding

OCS

LESSON 1 What is OCS?

Activities:

1. Distribute the workbooks.
2. Caution participants against looking ahead in the workbook.
3. Outline the following benefits from participating in OCS:
   a. You will learn more about yourself—your needs and wants, interests, aptitudes and capacities.
   b. You will learn more about work—the kinds of work other people do, the kinds of work that are available in your community, and the kinds of work that might be right for **you.**
   c. We will help each other make choices about work and make plans to accomplish our vocational goals.

Note: Since self-examination and realistic decision making can be trying, it is important to emphasize the positive aspects of this process throughout OCS and to present new material in a non-threatening fashion. Encourage participants to listen respectfully to one another. Remember to emphasize the positive aspects of group members' contributions.

Time Needed to Complete: 2 minutes

Materials Needed: Enough workbooks for all participants.

LESSON 1 What is OCS?

Objective: To learn more about OCS.

LESSON 2 Breaking the Ice

Activities:

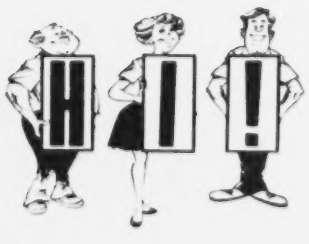
1. Review objective.
2. Introduce yourself to the group, describing:
    a. what you do for a living
    b. what needs (compensation, recognition, social services, etc.) work fulfills for you.
3. Ask participants to introduce themselves to the group, emphasizing:
    a. work history (if any)
    b. what they have liked or disliked about jobs they have had
    c. (for participants with no work history) preferred activities in leisure time and at home.
4. Emphasize that OCS is designed to help group members make vocational decisions that are based on knowing oneself and the world of work.

Time Needed to Complete: 2 minutes per participant

Materials Needed: Participants' Workbooks

LESSON 2 Breaking the Ice

Objective: To meet the OCS leader and group members.



LESSON 3 Should I Be Here?

Activities:

1. Review Lesson 3 objective.
2. Guide participants through the exercise.
3. Read and emphasize as necessary.
4. Allow discussion and answer questions.

Note: Evaluate the reading level of the group. Read for the group only when necessary.

Time Needed to Complete: 3 minutes

Materials Needed: Participants' Workbooks

LESSON 3 Should I Be Here?

Objective: To take a close look at OCS to decide if I need the training.

Should I Be Here?

I know exactly what kind of work I want to do.

↓

I know what my needs are as they relate to work.

↓

I know what my strengths and limitations are.

↓

I know my most important interests.

↓

I know my abilities and aptitudes.

↓

I know all about the world of work.

↓

I know what I (and others) will gain and lose if I choose a specific occupation.

↓

I know what the obstacles are, and I have decided on ways to overcome them.

↓

I have made a plan to achieve my vocational goal.

↓

NO

I am not exactly sure of the kind of work I want to do.

↓

I can learn more about how my needs relate to work.

↓

I can learn more about my strengths and abilities.

↓

I would like to know more about my interests.

↓

I would like to learn more about my aptitudes.

↓

I can learn more about the work world.

↓

I would like to learn what I (and others) would gain and lose if I chose a specific occupation.

↓

I need a vocational plan to help me achieve my goal.

↓

YES

LESSON 4 Work Models

Activities:

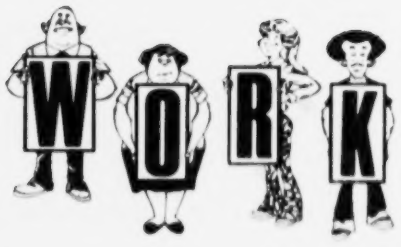
1. Review objective.
2. Begin slide show. For each slide depicting a person with a disability in a work setting, emphasize that the person:
   a. Took control of his/her life.
   b. Selected jobs based on self-knowledge (e.g., needs, capacities, interests, and aptitudes), and on knowledge of the world of work.
   c. Used a systematic decision-making and problem-solving process.
3. After describing several examples in this way, involve participants in a question-and-answer period addressing the above points for the remaining slide portrayals.

Time Needed to Complete: 30 minutes

Materials Needed: Occupational Choice Strategy Tape/Slide Presentation (Part A), Participants' Workbooks

LESSON 4 Work Models

Objective: To understand how I can make better vocational choices and gain more control over my life.



LESSON 5 Review

Activities:

1. Review objective.
2. Remind participants that the purpose of this program is to help them make better decisions, particularly about work.
3. Help participants identify two or three work-related goals they would like to accomplish during this program. Use Lesson 3 to help participants decide on objectives. Examples include:
   a. To identify my vocational interests.
   b. To select two or three jobs that would be good for me.
   c. To learn if I have the skills to work at my selected vocation.

Note: Encourage participants to be specific and realistic. Personal goals represent one means of evaluating the effects of OCS for each participant.

Time Needed to Complete: 15 minutes

Materials Needed: Participants' Workbooks

LESSON 5 Review

Objective: To review the reasons I am here and to set some personal goals.

When I have finished this vocational exploration training, I will be able to:

_____

_____

_____

_____

and

_____

_____

_____

_____

LESSON 6 Road Map

Activities:

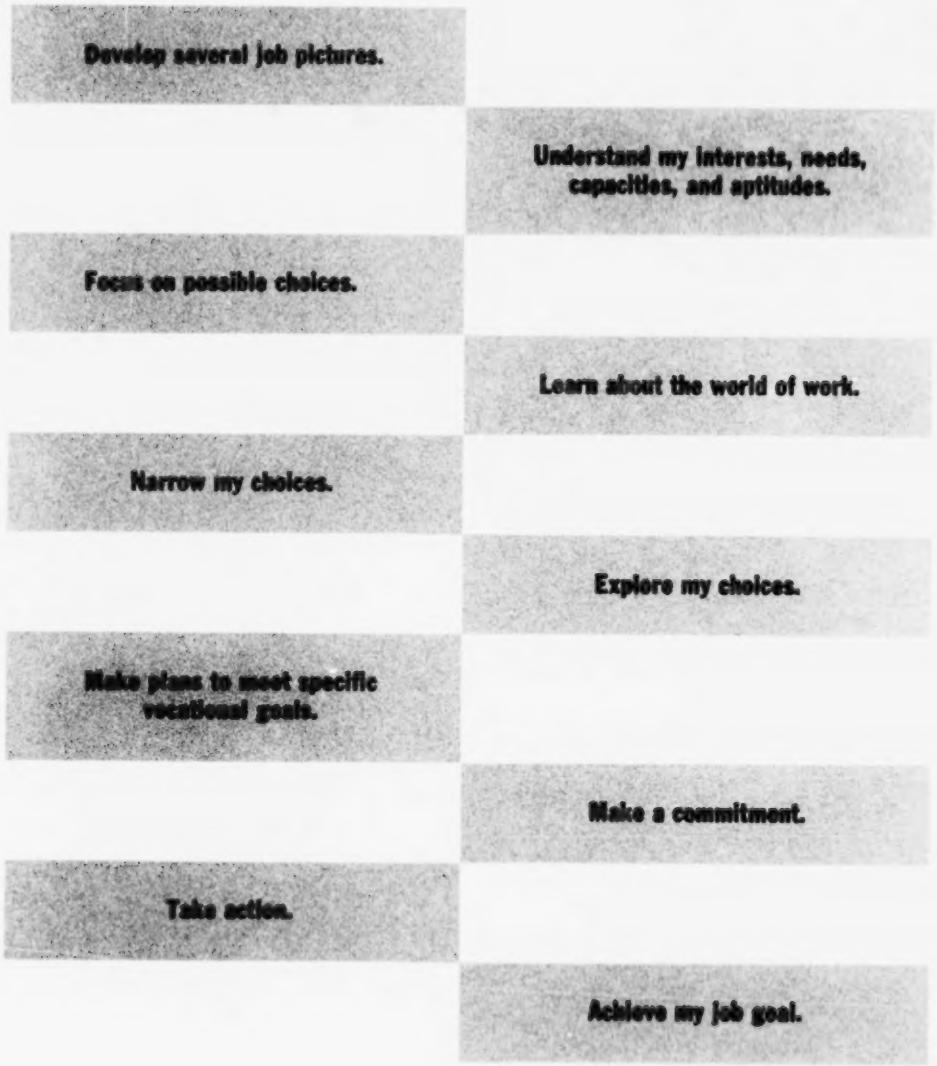
1. Review objective.
2. Review the road map for the Occupational Choice Strategy.
3. Answer questions and encourage discussion as appropriate.

Time Needed to Complete: 10 minutes

Materials Needed: Participants' Workbooks

LESSON 6 Road Map

Objective: To understand the process of making an occupational choice.


Develop several job pictures.
Understand my interests, needs, capacities, and aptitudes.
Focus on possible choices.
Learn about the world of work.
Narrow my choices.
Explore my choices.
Make plans to meet specific vocational goals.
Make a commitment.
Take action.
Achieve my job goal.

LESSON 7 What Makes A Good Decision?

Activities:

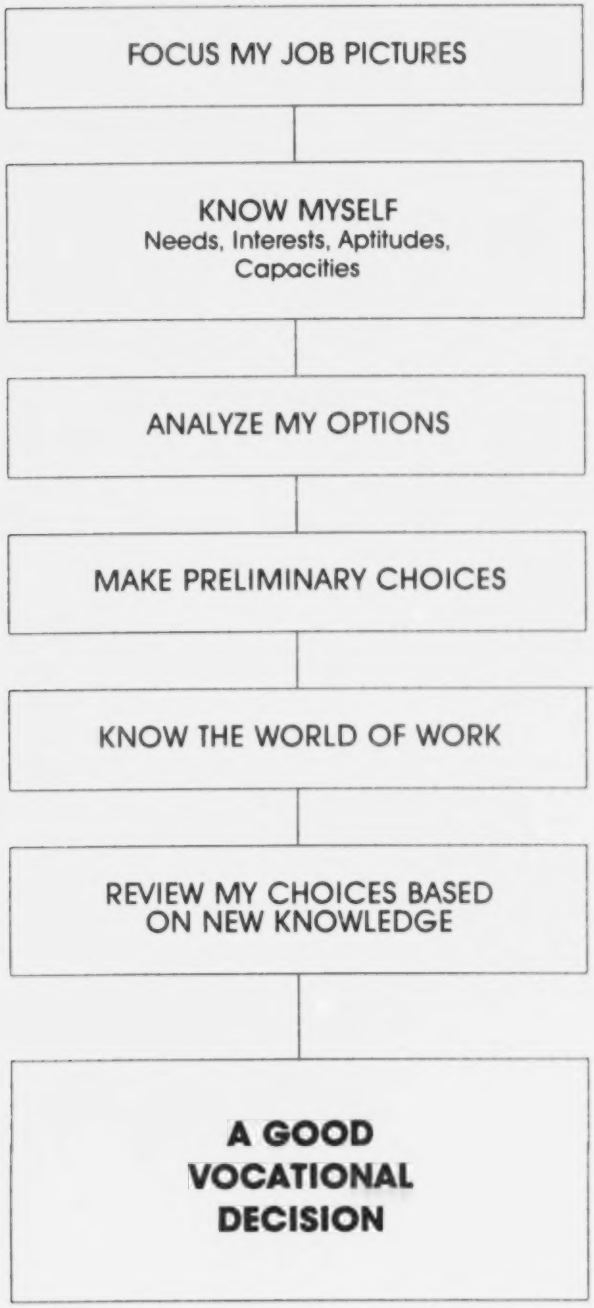
1. Review objective.
2. Stress the point that good decisions do not just happen—decision making is an active process, requiring gathering and processing information.
3. Review the steps in making a good decision and ask participants to provide examples of each step.
4. Using the case of Melinda Bracken, illustrate how the OCS process results in sound vocational decision making. Follow these steps:
    a. Briefly review Appendix A with participants. Tell them they will use materials like those in Appendix A during OCS. Understanding how Melinda completed OCS activities will help them use the materials later.
    b. Play the tape/slide presentation on Melinda Bracken (see Appendix B for a transcript and slide list).
    c. Following the review of Appendix A and the tape/slide presentation on Melinda, discuss the following questions with the group:
        - What were Melinda's pictures?
        - What did she know about herself?
        - What were her options?
        - What preliminary choices did she make?
        - What did she learn about those choices?
        - Why did she decide on being a new accounts clerk?
        - Was it a good choice?

Time Needed to Complete: 25 minutes

Materials Needed: Case study tape/slide presentation (Part B), Participants' Workbooks, and Appendix A.

LESSON 7 What Makes A Good Decision?

Objective: To understand what it takes to make a good decision.


FOCUS MY JOB PICTURES
KNOW MYSELF
Needs, Interests, Aptitudes, Capacities
ANALYZE MY OPTIONS
MAKE PRELIMINARY CHOICES
KNOW THE WORLD OF WORK
REVIEW MY CHOICES BASED ON NEW KNOWLEDGE
A GOOD VOCATIONAL DECISION

Blank PAGE 10 is intentionally left out of this manual.

Understanding Myself

LESSON 8 Getting My Job Pictures in Focus

Activities:

1. Explain to participants that their ability to achieve their vocational goals is affected by how they see themselves and their jobs. This activity is designed to help them clarify their current vocational images.

2. Before initiating discussion of the questions to follow, say: "To reach our full potential, we must have pictures in our minds of what that full potential is. OCS will help you develop realistic, obtainable vocational pictures for yourself. We will now discuss these questions in groups of two and then in the total group."

    a. What is the picture or image in my mind of the kind of job I will have?

    b. Where would I be? What would I be doing?

    c. What do I **want** to be? Imagine the best job I could ever have!

    d. How does that image compare to my current vocational self-image? *

3. Give participants time to discuss the job picture questions in the total group.

4. To close, stress the importance of two aspects of this activity—each person's **picture** of what he or she wants and his or her **plan** for making that picture real. Participants can begin to control their lives by bringing their pictures into focus.

Time Needed to Complete: 30 minutes

Materials Needed: Participants' Workbooks

* Adapted from Glasser, W. (1981). **Stations of the mind**. New York: Harper & Row.

* Adapted from Glasser, W. (1981). **Stations of the mind**. New York: Harper & Row.

LESSON 8 Getting My Job Pictures in Focus

Objective: To sharpen my job pictures.

1. What is the picture or image in my mind of the kind of job I will have?
2. Where would I be? What would I be doing?
3. What do I **want** to be? Imagine the best job I could ever have!
4. How does that image compare to my current vocational self-image?

LESSON 9 Knowing Myself

Activities:

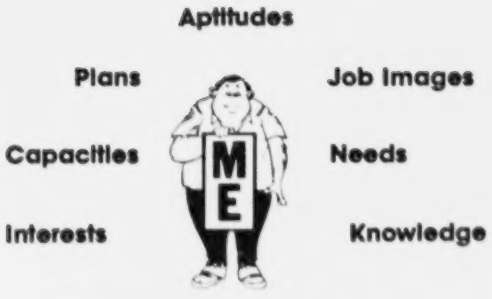
1. Review objective.
2. Ask participants to define most or all of the parts of the person related to making a vocational choice.
3. Help participants relate several of these characteristics to vocational decision making; for example, how a person's needs, capacities, interests, or aptitudes might affect his/her choice of a career.
4. Note that they all interrelate to form the person.

Time Needed to Complete: 5 minutes

Materials Needed: Participants' Workbooks

LESSON 9 Knowing Myself

Objective: To recognize that I am made up of many parts.



LESSON 10 Personal Needs Assessment *

Activities:

1. Review objective.
2. Explain to participants that this is an opportunity for them to consider their personal needs (complete the Needs Assessment).
3. Ask participants to review their job pictures. Have they changed as a result of assessing their needs? If so, list new ideas at the bottom of the sheet.
4. Review in pairs the needs assessment and job images results.
5. Discuss the exercise in the total group. Address these questions:
    a. How do these jobs that I picture myself doing meet my needs?
    b. Are there some very important needs that are not met by the jobs I see myself doing?
    c. Do I need to find other potential occupations that better meet my needs?

Time Needed to Complete: 20 minutes

Materials Needed: Participants' Workbooks

LESSON 10 Personal Needs Assessment *

Objective: To identify my needs.

Needs	Low	Medium	High
Use Abilities			
Achieve			
Be "Busy All The Time"			
Advance			
Give Orders			
Be Treated Fairly by an Employer			
Be Paid Well			
Have Friendly Co-workers			
Be Creative			
Work Independently			
Do Work Compatible With My Moral Values			
Be Recognized for My Accomplishments			
Have Decision Making Responsibilities			
Have Job Security			
Provide a Social Service			
Achieve Community Status			
Have Supervisor Who Would "Back Me Up"			
Have Something Different To Do Each Day			
Have Good Working Conditions			
Have Supervisors Who Train Me Well			

* From Lofquist, L.H., & Dawis, R.V. (1969) **Adjustment to work**. New York: Appleton-Century-Crofts.

My Images Of Need Fulfilling Jobs...

1. _____
2. _____
3. _____
4. _____

LESSON 11 Discovering Capacities

Activities:

1. Review objective. Provide time for participants to complete the PCQ, if they have not already done so.

2. Ask participants to record their personal capacities from the Personal Capacities Questionnaire (PCQ). Participants should transfer their responses on PCQ items from the PCQ to their workbook page. For example, if a participant checked the "0" response for Item 1 ("I learn just as fast as other people"), she would put a mark in the box below "0" on her workbook page.

3. Ask each group member to briefly review his or her personal capacities with another group member. Help participants understand the meaning of their various capacity scores as necessary.

4. Discuss, as a group, the importance of knowing one's personal capacities in making vocational decisions. Focus the discussion on the relationship of those capacities to vocational choices.

5. If necessary to enhance understanding, ask participants to relate capacities to vocational functioning in specific cases. Group members might draw from personal situations (on a voluntary basis) or use examples from the situations of family members or acquaintances.

6. Close by asking participants to reconsider their job pictures.

   a. Do the results of the PCQ change anyone's job images?

   b. What job modifications are needed to work around any problems?

   Have participants record any relevant ideas at the bottom of the workbook page.

7. Ask participants to complete this activity by discussing the relationship between their functional capacities and their job choices.

Time Needed to Complete: 25 minutes

Materials Needed: Each participant's Personal Capacities Questionnaire, Participants' Workbooks

LESSON 11 Discovering Capacities *

Objective: To determine my personal capacities.

PCQ Item #		3	2	1	0
	COGNITION				
1	Learning ability				
2	Reading and writing				
3	Memory				
4	Perception				
7	Speech				
8	Spoken communication				
5	**VISION**				
6	**HEARING**				
	MOTOR FUNCTIONING				
9	Use of arms				
10	Use of hands				
11	Speed				
12	Ability to get around				
	PHYSICAL CONDITION				
13	Ability to do heavy work				
14	Endurance and availability for work				
15	Absence from work				
16	Stability of condition				
	VOCATIONAL QUALIFICATIONS				
17	Work record				
18	Acceptability to employers				
19	Personal attractiveness				
20	Skills				
22	Availability of job opportunities				
23	Special job requirements				
24	Work habits				
21	**FINANCES**				
	ADAPTIVE BEHAVIOR				
25	Encouragement from family or friends				
26	Awareness of abilities and limitations				
27	Getting along with people				
28	Judgment				
29	Desire to work				
30	Initiative and problem-solving				

*From Crewe, N.M., & Athelstan, G.T. (1981). **Personal Capacities Questionnaire.** Minneapolis, MN: University of Minnesota. Distributed by Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.

List any special strength items checked:

_____

_____

_____

_____

My Job Images and Helpful Job Modifications

1. _____ _____

_____

2. _____ _____

_____

3. _____ _____

_____

LESSON 12 A Look At Interests

Activities:

1. Review objective.
2. Ask participants to rank order the interests in Exercise 12. Then have them record their interests from the Occupational Report onto the form found in their workbooks. Note that scores below 40 are below average, scores from 40 to 60 are average and scores above 60 are above average. Ask participants to consider the relationship between their rank ordering and their test data.
3. Ask each group member to briefly describe his or her interests to a buddy; help define interests when necessary.
4. Ask group members to discuss how knowing their personal interests might relate to vocational decision making. Lead a total group discussion on this issue. Consider these questions:
    a. Are the jobs you see yourself doing a good fit with your interests?
    b. Which jobs in particular will let you work in areas of high personal interest?
    c. Have your job pictures changed as you consider your interests? List jobs consistent with your personal interests.

Note: Participation in this exercise should be on a voluntary basis.

Time Needed to Complete: 20 minutes

Materials Needed: Each participant's Occupational Report, Participants' Workbooks

LESSON 12 A Look At Interests

Objective: To review my personal interests.

	Below Average	*Average*	*Above Average*	*Rank Order*
Artistic: creative expression of feelings or ideas				
Scientific: gathering & analyzing information about the natural world, applying research findings to treat problems				
Plants & Animals: working with plants and animals, usually outdoors				
Protective: using authority to protect people & property				
Mechanical: applying mechanical principles to practical situations by use of machines or hand tools				
Industrial: repetitive, concrete, organized activities done in a factory setting				
Business Detail: organized, clearly defined activities requiring accuracy and attention to details, primarily in an office setting				
Selling: bringing others to a particular point of view by personal persuasion				
Accommodating: catering to the wishes and needs of others, usually on a one-to-one basis				
Humanitarian: helping others with their mental, spiritual, social, physical or vocational needs				
Leading/Influencing: leading and influencing others by using high-level verbal or numerical abilities				
Physical Performing: physical activities performed before an audience				

My images of jobs that fit my interests:

1. _____

_____

2. _____

_____

3. _____

_____

LESSON 13 What Are My Aptitudes?

Activities:

1. Review objective.
2. Define "aptitude" in terms of abilities. Emphasize that different people have different aptitudes, and that some aptitudes are not better than other aptitudes.
3. Ask participants to record their aptitudes from the Occupational Report onto the form in the workbooks.
4. As with the earlier "Interests" exercise, ask each member to briefly describe his or her aptitudes first to his/her partner, then to the group; help define abilities when necessary.
5. Facilitate discussion concerning the importance of knowing one's personal abilities when making vocational decisions using these questions:
    a. What is your highest aptitude? Lowest?
    b. What kinds of jobs would use the aptitudes you have?
    c. What kinds of jobs would not?
    d. What job modifications might make up for low aptitudes? (For example, would a hand brace allow a person with limited finger dexterity to be a successful telephone operator?)
6. Ask participants to discuss how their aptitude scores relate to their job pictures. Help them establish the connection between job demands and aptitudes. Discuss these questions:
    a. Are your job pictures in line with your aptitudes?
    b. Can you identify any other jobs that would fit your aptitudes?
    c. What are your current job pictures? List them in your workbook.

Note: Participation in this exercise should be on a voluntary basis.

Time Needed to Complete: 20 minutes

Materials Needed: Each participant's Occupational Report, Participants' Workbooks

LESSON 13 What Are My Aptitudes?

Objective: To review my personal aptitudes

Name:

Occupational Aptitude Profile

		80	90	100	110	120
G	General Learning Ability					
V	Verbal Aptitude					
N	Numerical Aptitude					
S	Spatial Aptitude					
P	Form Perception					
Q	Clerical Perception					
K	Motor Coordination					
F	Finger Dexterity					
M	Manual Dexterity					
		80	**90**	**100**	**110**	**120**
		Below		**Average**		**Above**

Aptitude Definitions

1. **General learning ability:** Ability to "catch on" or understand instructions and underlying principles. The ability to reason and make judgments. Closely related to doing well academically.
2. **Verbal aptitude:** Ability to understand meaning of words and to use them effectively. The ability to comprehend languages, to understand relationships between words and to understand meanings of whole sentences and paragraphs.
3. **Numerical aptitude:** Ability to perform arithmetic operations quickly and accurately.
4. **Spatial aptitude:** Ability to think visually of geometric forms and to comprehend the two-dimensional representation of three-dimensional objects. The ability to recognize the relationships resulting from the movement of objects in space.
5. **Form perception:** Ability to perceive pertinent detail in objects or in pictorial or graphic material. The ability to make visual comparisons and discriminations and to see slight differences in shapes and shadings of figures and dimensions of lines.

6. **Clerical perception:** Ability to perceive pertinent detail in verbal or tabular material. The ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation. A measure of speed or perception which is required in many industrial jobs even when the job does not have verbal or numerical content.

7. **Motor coordination:** Ability to coordinate eyes & hands, and hands & fingers rapidly and accurately in making precise movements with speed. The ability to make a movement response accurately and swiftly.

8. **Finger dexterity:** Ability to move the fingers and to rapidly and accurately manipulate small objects with the fingers.

9. **Manual dexterity:** Ability to move the hands easily and skillfully. The ability to work with the hands in placing and turning motions.

Current job pictures:

1. _____

2. _____

3. _____

LESSON 14 Review

Activities:

1. Review objective.
2. Remind participants that the purpose of the last few sessions was to allow each person in the group to become more familiar with his or her needs, capacities, interests, and aptitudes.
3. Ask participants to summarize personal information in their workbooks; assist as necessary.
4. On a voluntary basis, ask participants to provide a brief summary of what they have learned about themselves.
5. Help participants with difficult concepts if required.
6. Facilitate discussion.
7. Ask participants to think about their job pictures. They should consider these questions:
   a. What jobs seem feasible based on what I now know about myself? (Enter on workbook page.)
   b. What else do I need to know before I can be sure?

   Emphasize the need to gather information on the local world of work as a necessary next step.

Time Needed to Complete: 10 minutes

Materials Needed: Participants' Workbooks

LESSON 14 Review

Objective: To review what I have learned about myself.

My Most Important Needs (see Lesson 10) _____

_____

_____

My Capacities and Limitations (see Lesson 11) _____

_____

_____

My Strongest Interests (see Lesson 12) _____

_____

_____

My Strongest Aptitudes (see Lesson 13) _____

_____

_____

My Job Pictures

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

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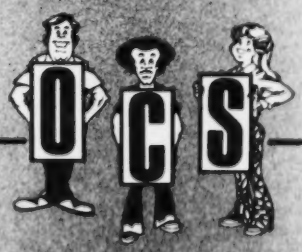


Knowing the World of Work

LESSON 15 Knowing the World of Work

Activities:

1. Review objective.
2. Emphasize that the next few lessons are concerned with learning about the kinds of work that would be compatible with participants' needs, capacities, interests, and aptitudes.
3. Discuss with participants the reasons why the match between an individual and work is important.
4. Review with participants the decision-making model, stressing that we are about ready to make preliminary vocational choices based on personal knowledge. Point out that participants will now bring their job pictures into sharper focus based on new information.
5. Describe the kind of information that participants will consider:
    a. general fields of interest (e.g., plants and animals, selling, business detail, humanitarian)
    b. specific jobs within an interest area
    c. nature of the work
    d. training and other requirements
    e. places of employment
    f. earnings
    g. working conditions
    h. related occupations

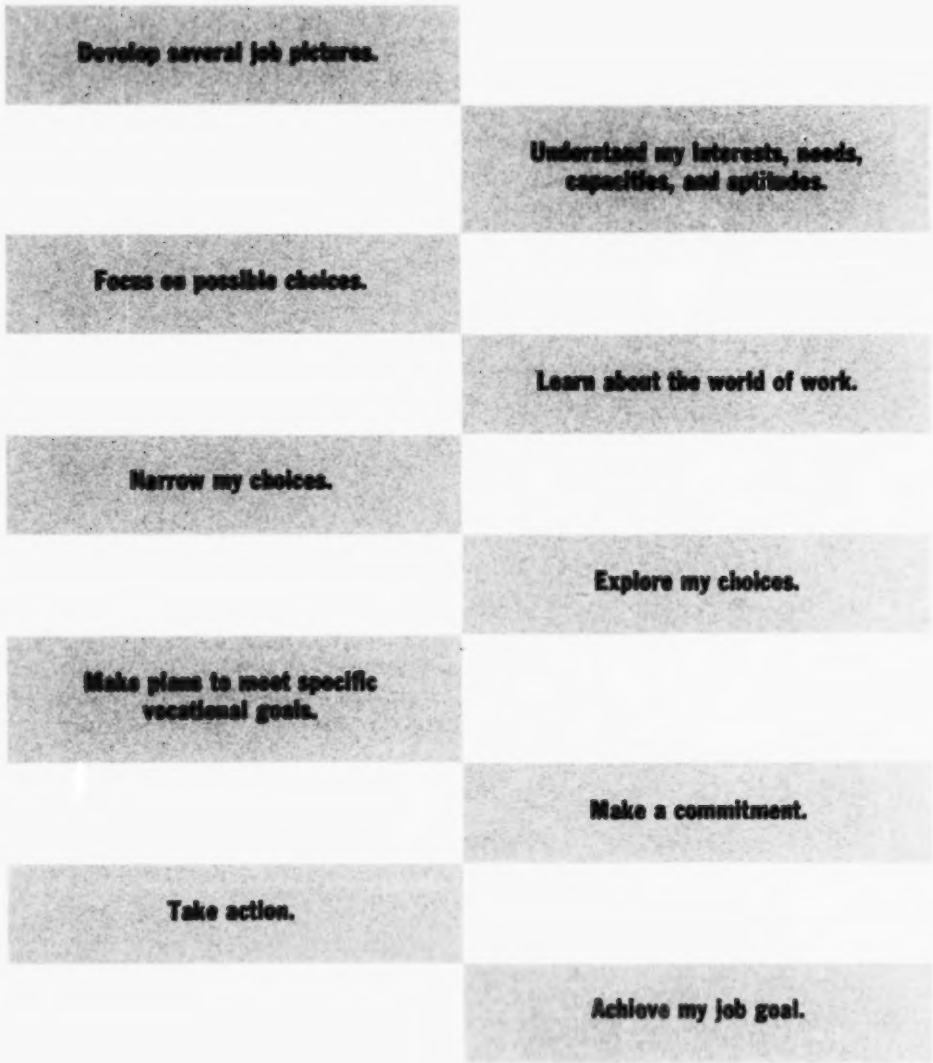
Note: Occupational information can be obtained through Department of Labor resources (Dictionary of Occupational Titles, Occupational Outlook Handbook, Guide to Occupational Exploration), public library resources, the local Chamber of Commerce and state employment office, and presentations by local employers and vocational rehabilitation counselors.

Time Needed to Complete: 10 minutes

Materials Needed: Participants' Workbooks

LESSON 15 Knowing the World of Work

Objective: To understand how knowledge about work is related to the vocational decision making process.


Develop several job pictures.
Understand my interests, needs, capacities, and aptitudes.
Focus on possible choices.
Learn about the world of work.
Narrow my choices.
Explore my choices.
Make plans to meet specific vocational goals.
Make a commitment.
Take action.
Achieve my job goal.

LESSON 16 Making Preliminary Vocational Choices

Activities:

1. Review objective.
2. Explain the purpose of the Occupational Exploration Worksheet. The Worksheet illustrates the decision-making process that participants complete to gather and process information about possible vocational choices. This format can be used anytime a work change is considered.
3. Explain that the steps involved in using the Occupational Exploration Worksheet are:
    a. Review occupations in the Occupational Report since these occupations are a good match for individual interests and aptitudes; review other jobs listed on earlier workbook pages. Write down those jobs that are of particular interest.
    b. Using the **Guide for Occupational Exploration**, gather information that will indicate if the preliminary choices are consistent with individual needs and capacities.
    c. Check understanding of occupational descriptions in the **Dictionary of Occupational Titles**; list any job modifications that are needed.
    d. Use the **Occupational Outlook Handbook** to make notes in the comments section about training requirements, job outlook, earnings and related occupations.
4. Ask participants to begin their use of the Worksheet by writing down occupations of interest from their Occupational Reports or workbook pages. Assist participants in using occupational information to complete their Occupational Exploration Worksheets.
5. Encourage group discussion regarding how possible occupational choices are consistent with personal characteristics. Participants should consider these questions:
    a. What are my current job pictures?
    b. Are my job pictures consistent with my interests and aptitudes? My needs? My capacities?
    c. What special considerations are relevant for my current job pictures?
6. Answer questions as necessary.

Time Needed to Complete: 25 minutes

Materials Needed: Occupational Exploration Worksheets, Participants' Workbooks

LESSON 16 Making Preliminary Vocational Choices

Objective: To make preliminary vocational choices

Occupational Exploration Worksheet

Occupation _____

GOE # _____

GOE Page # _____

DOT # _____

Occupation _____

GOE # _____

GOE Page # _____

DOT # _____

Occupation _____

GOE # _____

GOE Page # _____

DOT # _____

Occupation _____

GOE # _____

GOE Page # _____

DOT # _____

Interests	Aptitudes	Needs	Personal Capacities	Comments

LESSON 17 Learning About Possible Occupations

Note: This lesson is the first of three which uses limited material published by the U.S. Department of Labor. It is recommended that participants use this material with their partners. If copies of the material are available, ask pairs of participants to use the material at different times.

This activity requires the use of the **Guide for Occupational Exploration**. Be prepared to provide extensive individual assistance and instruction during this lesson.

Additional activities may be considered to provide participants with occupational information. These activities may include visits from local personnel officers or from former rehabilitation clients who are vocationally successful.

Activities:

1. Review objective.
2. Explain to participants that the **Guide for Occupational Exploration** is a source of information about possible occupations. Show several pages from the **GOE** and explain briefly how the **GOE** is organized.
3. Using some of the material provided in Appendix A, demonstrate to the group how the **GOE** can be used to learn about a potential occupation. Be sure to instruct participants to record the indicated page of the **GOE** and the **DOT** occupational title for each possible occupation.
4. Instruct participants to pair off and use the **GOE** to get information about their preliminary occupational selections. For each selection, participants should learn enough to determine whether that occupation is consistent with their personal capacities and whether it would meet personal needs.
5. When the group is reconvened, ask participants to describe their information-gathering and processing activities to the group.
6. Ask participants if any other related occupations appealed to them. If so, have participants note those possibilities on their worksheets and rate them in a similar fashion.

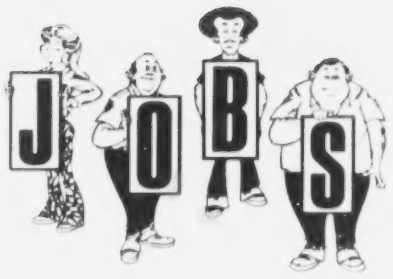
Time Needed to Complete: 45 minutes to 1 hour for a group of 6 participants

Materials Needed: Participants' Workbooks

LESSON 17 Learning About Possible Occupations

Objective: To find out if my preliminary choices are good ones.

Use the Occupational Exploration Worksheet in Lesson 16 to take notes during this activity.



LESSON 18 Describing Preliminary Occupational Choices

Note: This lesson requires the use of the **Dictionary of Occupational Titles**. It may be necessary for each pair of participants to use the **DOT** independently. Job descriptions may be copied from the DOT for participants.

Be prepared to provide extensive individual assistance and instruction during this lesson.

Activities:

1. Review objective.
2. Give participants a brief introduction to the **DOT**, using the case study materials in Appendix A for examples.
3. Instruct participants to pair off and use the **DOT** to check descriptions of their preliminary occupational choices. They should examine the following questions:
   a. Would I like the job as it is described?
   b. Would the job meet my personal needs? How?
   c. Are there any reasons why I would have difficulties meeting the demands of the job given on my aptitudes or capacities?
4. Answer questions as necessary.
5. Involve the total group in discussing the questions listed in item #3.

Time Needed to Complete: 10 minutes per buddy pair

Materials Needed: A copy of the **Dictionary of Occupational Titles** for each pair of participants, Participants' Workbooks

LESSON 18 Describing Preliminary Occupational Choices

Objective: To find descriptions of the occupations I have identified.

Use the Occupational Exploration Worksheet in Lesson 16 to take notes during this activity.

LESSON 19 Examining My Occupational Outlook

Note: This activity requires that participants make use of the **Occupational Outlook Handbook**. As with the previous lesson, it is best if each pair of participants has a **Handbook** to use. If that is not possible in the group situation, have each pair make independent use of the **Handbook**. Be prepared to provide extensive individual assistance and instruction during this lesson.

Activities:

1. Review objective.
2. Acquaint participants with the **Handbook**. Point out that it includes information about:
   a. the nature of the work,
   b. training required and other qualifications,
   c. job outlook,
   d. earnings, and
   e. related occupations.
3. Use Appendix A and the case study of Melinda to demonstrate the use of the **Handbook**. Instruct participants to work in pairs for this exercise. Emphasize that participants should make notes in the "Notes" column of their Occupational Exploration Worksheets to record pertinent facts or concerns about each occupational possibility.
4. Ask participants to record any related occupations that are of interest to them, and to evaluate these additional possibilities as they did their preliminary choices. Assist as necessary.
5. When the group is reconvened, ask participants to review additional information they have gathered about their preliminary choices.
6. Ask each participant these questions:
   a. When you started this section on knowing the world of work, what were your job pictures?
   b. How have your job pictures changed as you have gathered more information about your vocational choices?
   c. What are your job pictures now? Why do they seem like good choices?

Time Needed to Complete: 45 minutes to an hour for a group of 6 participants

Materials Needed: All available copies of the **Occupational Outlook Handbook**, Participants' Workbooks

LESSON 19 Examining My Occupational Outlook

Objective: To expand my knowledge about my preliminary occupational choices.

Use the Occupational Exploration Worksheet in Lesson 16 to take notes during this activity.

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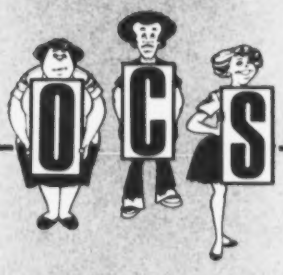


Making a Vocational Choice & Plan

LESSON 20 Making a Vocational Choice and Plan

Activities:

1. Review objective.
2. Review the following with the participants: We need a step-by-step approach to getting what we want and need in life.* You can apply this approach to meeting your vocational objectives.
3. Participants should discuss these questions in groups of two and then in the total group:
   a. What do I want? What is the picture or image in my mind of the kind of job I want? Where would I be? What would I be doing?
   b. What am I choosing to do now to get it?
   c. Is it helping?
   d. What is my plan now?
   e. Am I committed?
4. Before initiating discussion of the questions, say: "We should not accept excuses from ourselves for lack of progress. But, we should not be critical of ourselves either. The important thing is to never give up, never confirm a failure identity. We can achieve the images or pictures in our minds if we follow this procedure:
   a. Decide what I want.
   b. Analyze what I am doing now to reach my goal.
   c. Evaluate whether it is working.
   d. Make a plan.
   e. Make a commitment to the plan."
5. Discuss participants' answers to the questions.
6. Explain to participants that, now that they have prioritized specific vocational possibilities based on their understanding of themselves and the world of work, the group will begin to consider ways to meet those vocational goals.

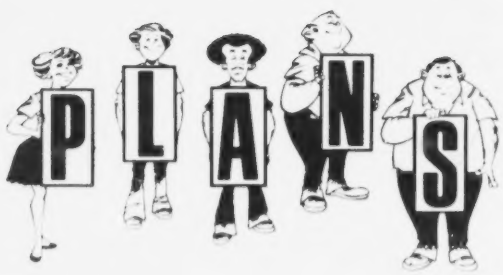
Time Needed to Complete: 30 minutes

Materials Needed: Participants' Workbooks

* Adapted from Glasser, W. (1981) **Stations of the mind**. New York: Harper & Row

LESSON 20 Making a Vocational Choice and Plan

Objective: To understand the importance of good vocational choice making and planning.



LESSON 21 Occupational Balance Sheet*

Activities:

1. Review objective.
2. Explain to participants that the Balance Sheet found in their workbooks will help them assess the positive and negative effects for themselves and others for several possible occupations.
3. Remind participants that the overall purpose of using a vocational decision-making model is to maximize the gains for oneself and for others, and to minimize the losses for self and others.
4. Lead a group discussion concerning the benefits of using the Balance Sheet format; stress that the Balance Sheet will be used to consider such effects as loss of benefits if one gets a job, or the gains in self-esteem if one is able to contribute to one's support.
5. Ask participants to pair off and:
    a. List on the Balance Sheet the three most promising occupational choices, based on their analysis to this point.
    b. Identify gains and loses for self and others for each occupational choice.
    c. Attach scoring weights to the items if they wish, e.g., -5 to +5, with -5 being a very negative factor and +5 a very positive factor.
6. After the group has reconvened, answer questions as necessary.
7. Ask participants to rank order their three preferred occupations based on their analysis of gains and losses for self and others.
8. Lead the group in a discussion of how, if at all, their job pictures have changed during OCS. Emphasize aspects of the discussion that support OCS processes such as deciding what one wants, analyzing what is being done now to get it, evaluating whether it is working, and making a commitment. Other important points, such as knowing oneself and the world of work, should also be stressed.

Time Needed to Complete: 45 minutes

Materials Needed: Participants' Workbooks

LESSON 21 Occupational Balance Sheet*

Objective: To learn what I (and others) would gain or lose if I chose a specific occupation.

	Alternative 1	Importance Rating	Alternative 2	Importance Rating	Alternative 3	Importance Rating
Gains For Self						
Losses For Self						
Gains For Others						
Losses For Others						
POSITIVES						
MINUS NEGATIVES						

* Adapted from Janis, I.L., & Mann, L. (1977). **Decision making**. New York: Free Press.

LESSON 22 Identifying How I Feel About My Goals

Activities:

1. Review objective.
2. Explain to participants that two important aspects of any goal are our feelings and our thoughts as they relate to the goal. Sometimes, due to past experiences, mention of a certain goal causes us to feel either good or bad. Good feelings give us a basis to proceed; negative feelings cause us to stop and reconsider. When you think about your vocational goals, how do you feel? Discuss in pairs and then in the total group.
3. Thoughts about our vocational goals are also important. Sometimes we know how to do something but question whether we have any chance to achieve the goals. At other times, we may think the goal is achievable, but do not think that we know how to achieve it. Consider your vocational goals: Do you think you can achieve them? Why or why not? Do you know the steps you would take to achieve them? Discuss in partnerships and then in the total group.
4. Consider these questions:
    a. How has this activity changed my job pictures?
    b. What job pictures leave me with the most positive thoughts and feelings?
5. Ask participants to make any notes they feel are important on their workbook page.

Time Needed to Complete: 30 minutes

Materials Needed: Participants' Workbooks

LESSON 22 Identifying How I Feel About My Goals

Objective: To examine my feelings and thoughts about my vocational goals.

Job Pictures	**Feelings** +/-	**Thoughts** (Know how/can do)
1		
2		
3		

Possible Steps

1. _____
2. _____
3. _____

LESSON 23 Identifying Obstacles

Activities:

1. Review objective.
2. Introduce participants to the Obstacle Identification Sheet in their workbooks.
3. Ask participants to pair off to consider specific obstacles to meeting their vocational goals. Ask participants to consider two kinds of obstacles: personal obstacles are those such as a need for training or a lack of commitment to a goal. Situational obstacles are obstacles such as inadequate transportation or lack of childcare.
4. Assist participants when necessary.
5. After the group has reassembled, lead a discussion and answer questions as necessary. Have participants consider these questions:
   a. How do I feel about my job pictures now?
   b. Do I see myself able to achieve my job pictures?
   c. What am I you doing now to achieve my vocational objectives?
6. Tell the group that, during the next lesson, participants will be able to help each other brainstorm possible ways of overcoming obstacles. Obstacles will test their commitment; remind participants of the need to stay committed to their goals.

Time Needed to Complete: 10 minutes

Materials Needed: Participants' Workbooks

LESSON 23 Identifying Obstacles

Objective: To anticipate obstacles I may encounter in reaching my vocational goals.

Vocational Goal	Obstacle	Possible Ways to Overcome
# 1		
# 2		
# 3		

LESSON 24 Brainstorming

Activities:

1. Review objective.
2. Explain the following rules of brainstorming:
   a. Participants may make any suggestion.
   b. Participants should not offer any evaluative remarks about others' suggestions.
   c. Discussion of the merits of the various suggestions will be permitted later on.
3. Ask for volunteers who would like to have the assistance of the group in brainstorming ideas for overcoming anticipated obstacles.
4. Write down suggestions on a blackboard or flip chart.
5. Lead a discussion of alternatives, ask for individual reaction to alternatives, and help individuals select the best alternative for overcoming each obstacle. Record this selection on the Obstacle Identification Sheet.

Time Needed to Complete: 30 minutes for a group of 6 participants

Materials Needed: Blackboard, flip chart or other means of displaying alternatives to group, Participants' Workbooks

LESSON 24 Brainstorming

Objective: To involve the group in identifying possible ways to overcome anticipated obstacles.

Rules for Brainstorming

1. Offer any suggestions you think are good ones.
2. Let others do the same—don't tell someone else you think his or her idea is lousy.
3. Think about all the ideas.
4. Help the group talk about the pros and cons of each idea.
5. Do not criticize other group members. Remember, we are here to help each other.

LESSON 25 Reevaluating

Activities:

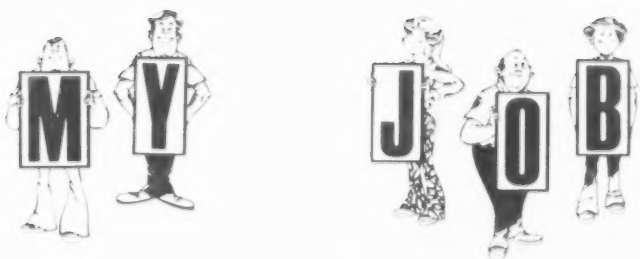
1. Review objective.
2. State that participants should now have some idea of which of the three vocational goals is preferred over the other two, given their evaluation of the obstacles involved in reaching the three goals.
3. Allow participants adequate time to make their choices; lead discussion and answer questions as required. Ask participants to discuss these questions:
    a. How has this decision-making and planning process affected my job pictures?
    b. What are my current job pictures?
    c. What am I doing now to achieve my goal?
    d. Am I developing a commitment to a job picture?

Time Needed to Complete: 15 minutes

Materials Needed: Participants' Workbooks

LESSON 25 Reevaluating

Objective: To select my preferred vocational goal.



LESSON 26 Making Plans

Activities:

1. Review objective.
2. Remind participants that making plans helps us to become specific in our thinking and helps us make a commitment to overcoming anticipated obstacles.
3. Instruct participants to pair off and to help each other make plans to act on the alternatives selected to overcome anticipated obstacles. Remind participants of the importance of listing who will help and how they will help.
4. Instruct participants that each action statement should address:
   a. **What** action will I be taking?
   b. **When** will I start taking the action?
   c. **How** will I know that I have completed the action, or what I have achieved?
5. Provide help to participants as needed.
6. When the group reassembles, ask participants to volunteer action plans, and to specify how these action plans will help achieve specific vocational goals. Pay particular attention to resources. Some participants may have listed ideas that others could use as well.
7. Help group discuss.

Time Needed to Complete: 45 minutes to an hour for group of 6 participants

Materials Needed: Participants' Workbooks

LESSON 26 Making Plans

Objective: To plan specific action to overcome obstacles.

My job goal: _____

Plan of Action

Action Planned	***Beginning Date***	***What I Will Have Achieved***
I will _____	I'll start _____	Action is completed when _____
I will _____	I'll start _____	Action is completed when _____
I will _____	I'll start _____	Action is completed when _____
I will _____	I'll start _____	Action is completed when _____

Who will help?

1. _____
2. _____
3. _____

How will they help?

1. _____
2. _____
3. _____

LESSON 27 Committing Myself

Activities:

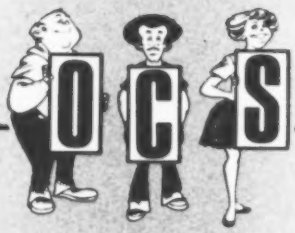
1. Review objective.
2. Say to participants: "We have covered a lot of ground in OCS. We have learned about ourselves, the world of work, and the kinds of work we can do that are right for us. We have also followed these steps throughout OCS:
   a. Decide what I want.
   b. Analyze what I am doing now to reach my goal.
   c. Evaluate whether it is working.
   d. Make a plan.
   e. Make a commitment to the plan."
3. Ask each participant to tell the group what specific vocational goal he or she has chosen, and briefly describe the plan of action for achieving that goal.
4. To close, stress the importance of two aspects of OCS activities—each person's picture of what he or she wants to do and each person's plan for attaining that goal. Emphasize that participants can control their lives by bringing their pictures into focus and by following their plans.

Time Needed to Complete: 15 minutes

Materials Needed: Participants' Workbooks

LESSON 27 Committing Myself

Objective: To review my progress during OCS and commit myself to achieving my vocational goal.



Appendices

Appendix A

Case of Melinda Bracken

Background	*Key Points*
Physical Factors	Rheumatoid arthritis, diabetes. Arthritis in hands (moderate) and feet (severe). Has problems handling small objects, standing, and walking. Diet important as a way to control diabetes.
Educational/Vocational Factors	High school graduate, "B" student. Favorite subjects—home economics, bookkeeping, and typing. Previously licensed as a cosmetologist. Brief but successful work experience.
Psychosocial Factors	Good interpersonal skills and work personality. Worried about effect of arthritis on personal appearance. Marital situation poor. Husband has a drinking problem.
Economic Factors	Has large medical bills. Having financial problems because husband often out of work. Having difficulty supporting two children.
Personal Vocational Choice Considerations	Enjoyed work as a cosmetologist, but open to other vocational possibilities.

LESSON 10 Personal Needs Assessment *

Objective: To identify my needs.

Needs	Low	Medium	High
Use Abilities			x
Achieve		x	
Be "Busy All The Time"	x		
Advance		x	
Give Orders	x		
Be Treated Fairly by an Employer		x	
Be Paid Well		x	
Have Friendly Co-workers		x	
Be Creative			x
Work Independently		x	
Do Work Compatible With My Moral Values		x	
Be Recognized for My Accomplishments		x	
Have Decision Making Responsibilities		x	
Have Job Security		x	
Provide a Social Service			x
Achieve Community Status	x		
Have Supervisor Who Would "Back Me Up"		x	
Have Something Different To Do Each Day		x	
Have Good Working Conditions			x
Have Supervisors Who Train Me Well		x	

My Images Of Need Fulfilling Jobs...

1. *Beautician*
2. *Sales Work*
3. *Bookkeeping*
4. _____

* From Lofquist, L.H., & Dawis, R.V. (1969) **Adjustment to work**. New York: Appleton-Century-Crofts.

LESSON 11 Discovering Capacities *

Objective: To determine your personal capacities.

PCQ Item #		3	2	1	0
	COGNITION				x
1	Learning ability				x
2	Reading and writing				x
3	Memory				x
4	Perception				x
7	Speech				x
8	Spoken communication				x
5	**VISION**				x
6	**HEARING**				x
	MOTOR FUNCTIONING				
9	Use of arms			x	
10	Use of hands		x		
11	Speed		x		
12	Ability to get around			x	
	PHYSICAL CONDITION				
13	Ability to do heavy work		x		
14	Endurance and availability for work			x	
15	Absence from work				x
16	Stability of condition			x	
	VOCATIONAL QUALIFICATIONS				
17	Work record		x		
18	Acceptability to employers				x
19	Personal attractiveness			x	
20	Skills			x	
22	Availability of job opportunities				x
23	Special job requirements			x	
24	Work habits				x
21	**FINANCES**				x
	ADAPTIVE BEHAVIOR				
25	Encouragement from family or friends				x
26	Awareness of abilities and limitations				x
27	Getting along with people				x
28	Judgment				x
29	Desire to work				x
30	Initiative and problem-solving				x

List here any special strength items you checked:

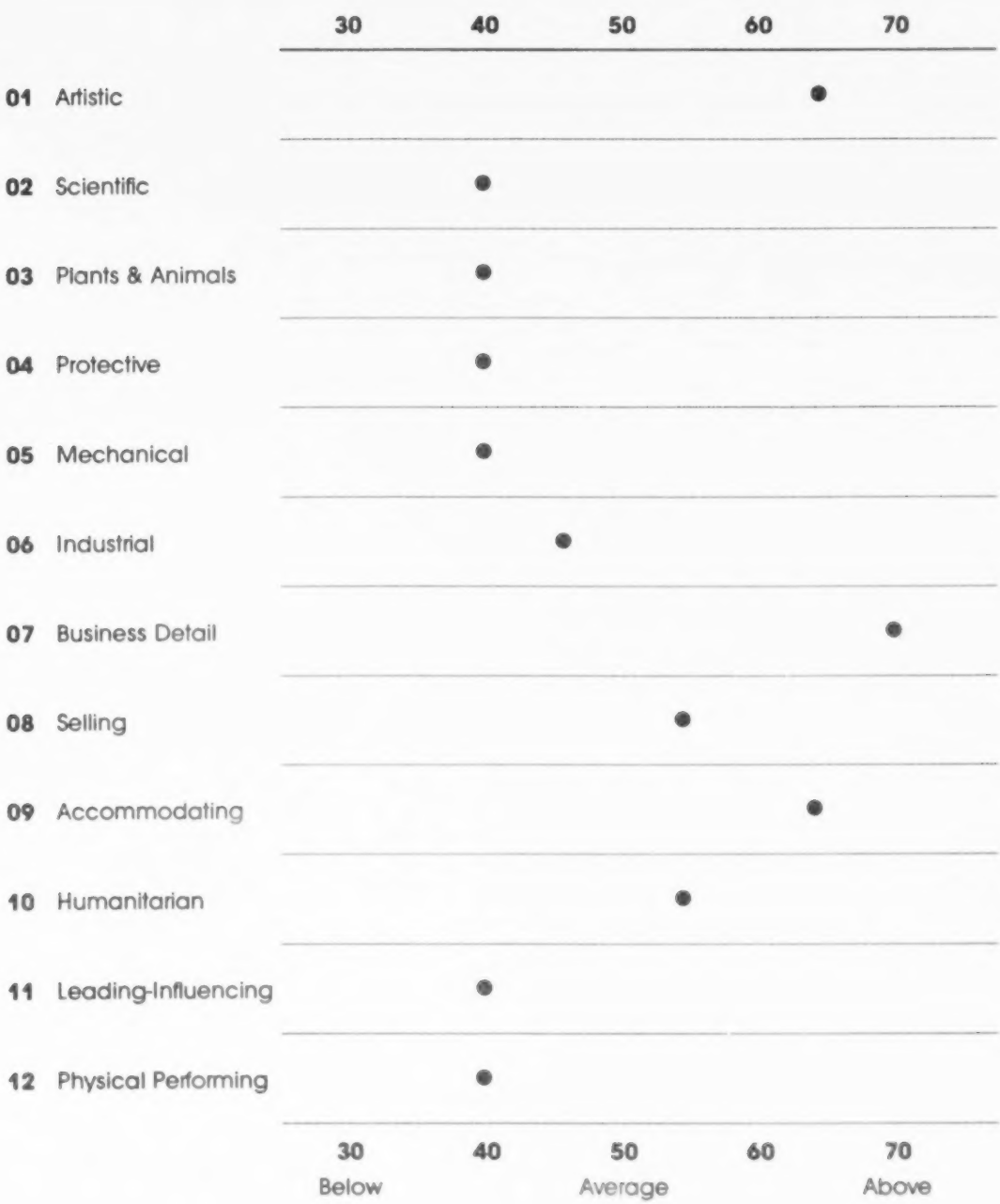
Good with people

Want and need to work

* From Crew, N.M., & Athelstan, G.T. (1981). **Personal Capacities Questionnaire.** Minneapolis, MN: University of Minnesota. Distributed by Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.

Name: Melinda Bracken

Occupational Interest Profile



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Name: Melinda Bracken

Ranked Interest areas:

07 Business Detail (Score = 68). Interest in organized, clearly defined activities requiring accuracy and attention to detail.

09 Accommodating (Score = 65). Interest in catering to the wishes of others, usually on a one-to-one basis.

01 Artistic (Score = 64). Interest in creative expression of feelings or ideas.

10 Humanitarian (Score = 54). Interest in helping others with their mental, spiritual, social, physical, or vocational needs.

08 Selling (Score = 53). Interest in bringing others to a point of view through personal persuasion, using sales and promotion techniques.

06 Industrial (Score = 46). Interest in repetitive, concrete, organized activities in a factory setting.

03 Plants and Animals (Score = 39). Interest in activities involving plants and animals, usually in an outdoor setting.

05 Mechanical (Score = 39). Interest in applying mechanical principles to practical situations, using machines, hand tools, or techniques.

02 Scientific (Score = 39). Interest in discovering, collecting, and analyzing information about the natural world and in applying scientific research findings to problems in medicine, life sciences, and natural sciences.

04 Protective (Score = 39). Interest in use of authority to protect people and property.

12 Physical Performing (Score = 38). Interest in physical activities performed before an audience.

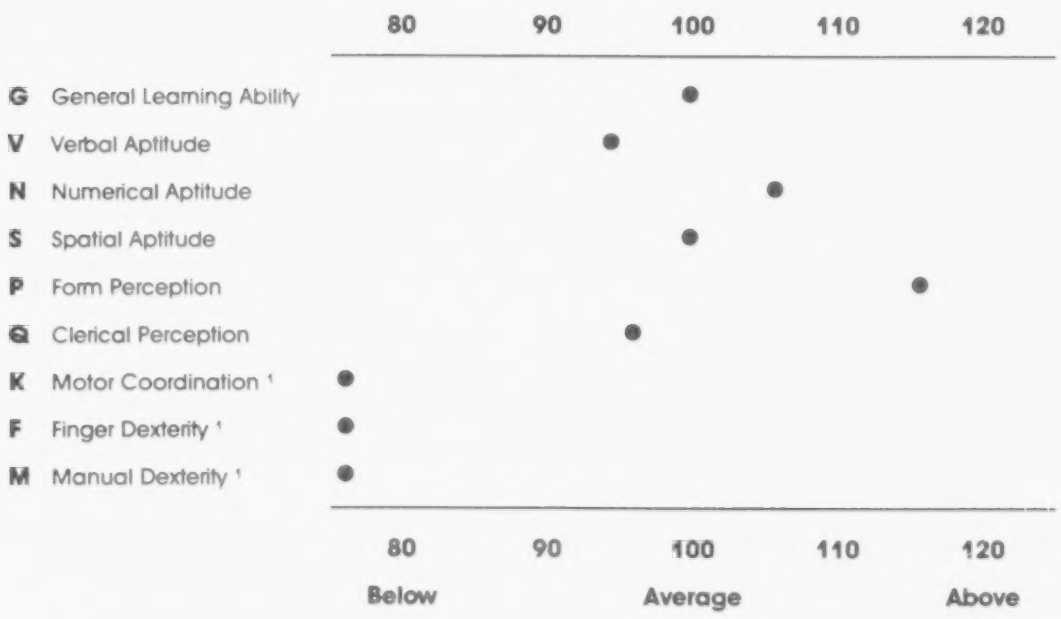
11 Leading-Influencing (Score = 38). Interest in leading others through activities involving high-level verbal or numerical abilities.

LESSON 13 What Are Your Aptitudes?

Objective: To review your personal aptitudes

Name: Melinda Bracken

Occupational Aptitude Profile



[1] Due to the arthritic condition in her hands, Melinda scored below 80 on motor coordination, finger dexterity, and manual dexterity. These limitations on the use of her hands must be considered in any vocational planning with Melinda.

Name: Melinda Bracken

Aptitudes ordered from highest to lowest:

P ***Form Perception (Score = 118).*** Ability to perceive pertinent detail in objects or in pictorial or graphic material. The ability to make visual comparisons and discriminations and to see slight differences in shapes and shadings of figures and dimensions of lines.

N ***Numerical Aptitude (Score = 105).*** Ability to perform arithmetic operations quickly and accurately.

G ***General Learning Ability (Score = 101).*** Ability to catch on or understand instructions and underlying principles. The ability to reason and make judgments. Closely related to doing well academically.

S ***Spatial Aptitude (Score = 101).*** Ability to think visually of geometric forms and to comprehend the two-dimensional representation of three-dimensional objects. The ability to recognize the relationships resulting from the movement of objects in space.

Q ***Clerical Perception (Score = 97).*** Ability to perceive pertinent detail in verbal or tabular material. The ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation. A measure of speed of perception which is required in many industrial jobs, even when the job does not have verbal or numerical content.

V ***Verbal Aptitude (Score = 94).*** Ability to understand meanings of words and to use them effectively. The ability to comprehend language, to understand relationships between words, and to understand relationships between words, and to understand meanings of whole sentences and paragraphs.

K ***Motor Coordination (Score = 72).*** Ability to coordinate eyes & hands, and hands & fingers rapidly and accurately in making precise movements with speed. The ability to make a movement reponse accurately and swiftly.

M ***Manual Dexterity (Score = 67).*** Ability to move the hands easily and skillfully. The ability to work with the hands in placing and turning motions.

F ***Finger Dexterity (Score = 67).*** Ability to move the fingers and manipulate small objects with the fingers, rapidly and accurately.

Name: Melinda Bracken

Occupational Aptitude Patterns

The aptitude profile of the examinee has been compared to the aptitude requirements for 66 groups of occupations that encompass all jobs in the U.S. labor market. Based on these aptitude comparisons, the suitability of the examinee for each of the 66 work groups is designated by one of two categories:

H The scores of the individual equal or exceed those of workers judged to be satisfactory in the occupations. If also qualified on the basis of factors other than aptitudes, there is a good probability that he or she will do well on the job.

M The scores of the individual are close to those of workers judged to be satisfactory in the occupations, but the chances of doing well on the job are somewhat lower than those of persons in the "H" category.

Name: Melinda Bracken

Work Groups for which the examinee has **suitable aptitudes** for success **(High level):** (Note corresponding interest area scores.)

Work Group No. 01.02

Work Group Title: Visual Arts

Representative Occupations: Painter; Sculptor; Illustrator; Designer, Fashion Artist; Still Photographer; Art Appraiser; Art Director; Audiovisual Production Specialist

Interest Score: 01 Artistic 64

See GOE page 18 for details

Work Group No. 01.05

Work Group Title: Performing Arts: Dance

Representative Occupations: Dancer, Choreographer, Dancing Instructor; Dance Studio Manager

Interest Score: 01 Artistic 64

See GOE page 26 for details

Work Group No. 03.01

Work Group Title: Managerial Work: Plants and Animals

Representative Occupations: Animal Breeder; Farmer; Landscape Gardener; Tree Surgeon; Forester Aide

Interest Score: 03 Plants and Animals 39

See GOE page 51 for details

Work Group No. 04.01

Work Group Title: Safety and Law Enforcement

Representative Occupations: Park Superintendent; Deputy Sheriff; Detective; Fire Chief; Police Chief; Fish and Game Warden; Special Agent

Interest Score: 04 Protective 39

See GOE page 66 for details

Work Group No. 04.02

Work Group Title: Security Services

Representative Occupations: Fire Inspector; Border Guard; Park Ranger; Fire Ranger; House Officer; Police Officer; Fire Fighter

Interest Score: 04 Protective 39

See GOE page 68 for details

Work Group No. 05.07

Work Group Title: Quality Control

Representative Occupations: Inspector—Carpenter, Tool, Bridge, Electrical; Automobile Tester; Gas Meter Checker

Interest Score: 05 Mechanical 39

See GOE page 104 for details

Work Group No. 05.09

Work Group Title: Material Control

Representative Occupations: Stock Clerk; Material Coordinator; Shipping and Receiving Clerk; Estimator; Recorder; Order Filler

Interest Score: 05 Mechanical 39

See GOE page 110 for details

Work Group No. 06.01

Work Group Title: Production Technology

Representative Occupations: Inspector; Taster; Watch Repairer; Machine Fixer; Machine Setter; Production Supervisor

Interest Score: 06 Industrial 46

See GOE page 138 for details

Work Group No. 07.04

Work Group Title: Oral Communications

Representative Occupations: Correspondence Clerk; Customer Service Representative; Dispatcher; Hotel Clerk; Receptionist; Telephone Operator; Reservation Agent

Interest Score: 07 Business Detail 68

See GOE page 237 for details

Work Group No. 07.05

Work Group Title: Records Processing

Representative Occupations: Reservation Clerk; Travel Guide; Personnel Clerk; Claims Clerk; Proofreader; Stenographer; Mail Clerk; Stenotype Operator

Interest Score: 07 Business Detail 68

See GOE page 241 for details

Work Group No. 08.02

Work Group Title: General Sales

Representative Occupations: Manufacturer Representative; Wholesale Sales Representative; Salesperson—Retail; Wholesale; Real Estate Sales Agent; Travel Agent; Sales Route Driver; Telephone Solicitor; Auctioneer

Interest Score: 08 Selling 53

See GOE page 258 for details

Work Group No. 09.01

Work Group Title: Hospitality Services

Representative Occupations: Host/Hostess; Recreation Leader; Waitress; Steward/Stewardess; Camp Counselor

Interest Score: 09 Accommodating 65

See GOE page 262 for details

Work Group No. 010.03

Work Group Title: Child and Adult Care

Representative Occupations: Dental Assistant; Electrocardiograph Technician; Nurse Aide; Orderly; Psychiatric Aide; Surgical Technician; Child Monitor; Ambulance Attendant

Interest Score: 10 Humanitarian 54

See GOE page 281 for details

Work Group No. 11.02

Work Group Title: Educational and Library Services

Representative Occupations: Teacher Aide; Homemaker; Bibliographer; Career-Guidance Technician; Music Librarian; Classifier

Interest Score: 11 Leading-Influencing 38

See GOE page 287 for details

Name: Melinda Bracken

Work Groups for which the examinee has **minimal aptitudes** for success **(Medium level):** (Note corresponding interest area scores.)

Work Group No. 01.01

Work Group Title: Literary Arts

Representative Occupations: Copy Writer; Playwrite; Writer-Prose, Fiction, Nonfiction; Editor-Book, Publications, Film, Biographer; Critic

Interest Score: 01 Artistic 64

See GOE page 16 for details

Work Group No. 01.03

Work Group Title: Performing Arts: Drama

Representative Occupations: Actor; Narrator; Announcer; State Director; Dramatic Coach; Producer

Interest Score: 01 Artistic 64

See GOE page 21 for details

Work Group No. 02.04

Work Group Title: Laboratory Technology

Representative Occupations: Laboratory Technician; Assayer; Embalmer; Weather Observer; Medical Technologist; Tester

Interest Score: 02 Scientific 39

See GOE page 46 for details

Work Group No. 05.02

Work Group Title: Managerial Work, Mechanical

Representative Occupations: Maintenance Supervisor; Superintendent—Construction, Production, Communication; Quality Control Coordinator; Land Surveying Manager

Interest Score: 05 Mechanical 39

See GOE page 77 for details

Work Group No. 05.03

Work Group Title: Engineering Technology

Representative Occupations: Air-Traffic-Control Specialist; Dispatcher; Drafter—Architectural, Civil, Mechanical, Commercial, Aeronautical; Surveyor—Marine, Mine, Land; Estimator; Building Inspector, Video Operator

Interest Score: 05 Mechanical 39

See GOE page 81 for details

Work Group No. 05.04

Work Group Title: Air and Water Vehicle Operation

Representative Occupations: Airplane Pilot; Flying Instructor; Test Pilot; Ship Master; Tugboat Captain

Interest Score: 05 Mechanical 39

See GOE page 85 for details

Work Group No. 07.01

Work Group Title: Administrative Detail

Representative Occupations: Interviewing; Office Manager; Teacher Aide; Secretarial Work; Insurance Clerk; Certifying; Investigating; Test Administration

Interest Score: 07 Business Detail 68

See GOE page 229 for details

Work Group No. 07.02

Work Group Title: Mathematical Detail

Representative Occupations: Bookkeeper; Auditor; Account Analyst; Timekeeper; Accounting Clerk; Calculating—Machine Operator; Statistical Clerk; Timekeeper

Interest Score: 07 Business Detail

See GOE page 232 for details

Work Group No. 07.03

Work Group Title: Financial Detail

Representative Occupations: Cashier; Cashier Checker; Ticket Agent; Collector; Teller

Interest Score: 07 Business Detail 68

See GOE page 235 for details

Work Group No. 08.01

Work Group Title: Sales Technology

Representative Occupations: Technical Sales; Intangible Sales; Representative; Pawnbroker; Pharmaceutical Detailer

Interest Score: 08 Selling 53

See GOE page 251 for details

Work Group No. 10.01

Work Group Title: Social Services

Representative Occupations: Clergy Member; Counselor; Caseworker; Psychologist; Social Worker; Parole Officer

Interest Score: 10 Humanitarian 54

See GOE page 276 for details

Work Group No. 10.02

Work Group Title: Nursing, Therapy, and Specialized Teaching Services

Representative Occupations: Nurse, Physician Assistant; Athletic Trainer; Dental Hygienist; Physical Therapist; Teacher, Handicapped Students; Kindergarten Teacher

Interest Score: 10 Humanitarian 54

See GOE page 74 for details

Work Group No. 11.02

Work Group Title: Educational and Library Services

Representative Occupations: Faculty Member—College, University; Teacher—Elementary, Secondary, Adult Education; Instructor; Home Economist; Librarian

Interest Score: 11 Leading-Influencing 38

See GOE page 287 for details

Work Group No. 11.03

Work Group Title: Social Research

Representative Occupations: Research Assistant; Employment Interviewer; Job Analyst; City Planning Aide

Interest Score: 11 Leading-Influencing 38

See GOE page 290 for details

Work Group No. 11.04

Work Group Title: Law

Representative Occupations: Appeals Referee, Legal Investigator; Paralegal Assistant; Conciliator; Abstractor

Interest Score: 11 Leading-Influencing 38

See GOE page 292 for details

Work Group No. 11.05

Work Group Title: Business Administration

Representative Occupations: Manager—Office, Sales, Personnel; Director—Program, Service, Operations, Industrial Relations; Administrative Assistant; Managing Newspaper Editor; Executive Chief; Purchasing Agent; Wholesale

Interest Score: 11 Leading-Influencing 38

See GOE page 294 for details

Work Group No. 11.07

Work Group Title: Services Administration

Representative Occupations: Administrator—Hospital, Social Welfare; Community Organization Worker; Educational Specialist; Curator; Park Naturalist; Director—Institution, Educational Program; Instructional Materials; Principal; Registrar—College University

Interest Score: 11 Leading-Influencing 38

See GOE page 301 for details

Work Group No. 11.08

Work Group Title: Communications

Representative Occupations: Columnist Commentator; News Editor; Reporter; Writer; Director; Intepreter; Translator

Interest Score: 11 Leading-Influencing 38

See GOE page 304 for details

Work Group No. 11.09

Work Group Title: Promotion

Representative Occupations: Advertising Manager; Promotion Manager; Fund Raiser; Lobbyist; Public-Relations Representative

Interest Score: 11 Leading-Influencing 38

See GOE page 306 for details

Work Group No. 11.12

Work Group Title: Business Management

Representative Occupations: Manager—Hotel, Recreation, Traffic, Parts, Warehouse, Service Department; Director—Funeral, Camp, Food Services; Purser

Interest Score: 11 Leading-Influencing 38

See GOE page 310 for details

Work Group No. 11.12

Work Group Title: Contracts and Claims

Representative Occupations: General Claims Agent; Claim Adjuster; Appraiser; Real Estate Agent; Booking Manager; Contract Specialist; Construction Contractor

Interest Score: 11 Leading-Influencing 38

See GOE page 314 for details

LESSON 16 Make Preliminary Vocational Choices

Objective: To make preliminary vocational choices

Occupational Exploration Worksheet

Occupation *Beautician*
GOE # _____
GOE Page # _____
DOT # _____

Occupation *Receptionist (in beauty salon)*
GOE # *07.04.01*
GOE Page # *237*
DOT # *237.367-038*

Occupation *New Accounts Clerk (in bank)*
GOE # *07.04.01*
GOE Page # *237*
DOT # *205.362-026*

Occupation _____
GOE # _____
GOE Page # _____
DOT # _____

Interests	Aptitudes	Needs	Personal Capacities	Comments
		Chance to be creative and use my abilities	*Limited manual dexterity can't stand for too long*	*Just not a good choice for me any more; can't make the money I need*
Above average on business detail and accommodating	*Have high levels of necessary aptitudes*	*Friendly co-workers pretty good working conditions*	*May need some accommodation for telephone*	*Would need financial aid during training period. Work available in community. Transportation okay*
Above average on business detail and accommodating	*Have high levels of necessary aptitudes*	*Good working conditions use my abilities good job security*	*May need to arrange some sharing of clerical duties with another bank employee*	*Might not need any training. Could get OJT. Work available in community. Transportation okay. Good fringe benefits.*

LESSON 21 Occupational Balance Sheet*

Objective: To learn what I (and others) would gain or lose if I chose a specific occupation.

	Alternative 1 *Beautician*	Importance Rating	Alternative 2 *New Accounts Clerk in Bank*	Importance Rating	Alternative 3 *Receptionist/ Reservation Clerk in Beauty Salon*	Importance Rating
Gains For Self	*Not dependent on husband* *Get to work sooner* *Proud that I have a job*	4 3 5	*Not dependent on husband* *Not too physicaly demanding* *Proud that I have a job*	4 4 5	*Better for health* *Not dependent on husband* *Proud that I have a job*	4 4 5
Losses For Self	*Arthritis might get worse* *Child care costs* *Earn less because slow worker*	5 2 5	*Child care costs* *Not as interesting as cosmetology*	-2 -4	*Child care costs* *Not as interesting as cosmetology*	-2 -3
Gains For Others	*Regular money for family*	4 -	*Regular money for family* *Kids proud that I work in a bank*	5 4	*Regular money for family*	5
Losses For Others	*Be away from kids all day*	-3	*Be away from kids all day*	-3	*Be away from kids all day*	-3
POSITIVES		16		22		18
MINUS NEGATIVES		-15		-9		-8
		1		13		10

* Adapted from Janis, I.L. & Mann, L. (1977) **Decision making** New York: Free Press

LESSON 22 Identifying How We Feel About Our Goals

Objective: To examine our feelings and thoughts about our vocational goals.

Job Pictures	Feelings +/-	Thoughts (Know how/can do)
1 *Beautician*	—	*I really like this kind of work, but I just can't do it anymore because of my hands and feet.*
2 *New Accounts Clerk*	+	*I'd like to work with the public to help people handle their money; and I think I'd be good at the job. I could handle the record keeping.*
3 *Receptionist/ Reservation Clerk*	+	*This job would let me work in a beauty salon—I would like that. I'm good with people.*

Possible Steps

1. *Take some refresher business courses.*
2. *Identify job leads.*
3. *Get some on-the-job training.*

LESSON 23 Identifying Obstacles

Objective: To anticipate obstacles you may encounter in reaching your vocational goals.

Vocational Goal	Obstacle	Possible Ways to Overcome
# 1 *New Accounts Clerk*	*Physical Stamina*	*Watch diet & rest, keep up therapy*
	Marriage	*Try to work it out*
	Child Care	*Work out with sisters temporarily*
# 2 *Receptionist/ Reservation Clerk*	*Physical Stamina*	*Watch diet & rest, keep up therapy*
	Marriage	*Try to work it out*
	Child Care	*Work out with sisters temporarily*
	Training	*Would need vocational training*
# 3		

LESSON 26 Making Plans

Objective: To plan specific action to overcome obstacles.

My job goal: *New Accounts Clerk*

Plan of Action

Action Planned	Beginning Date	What I Will Have Achieved
I will *increase my physical endurance*	I'll start *today. December 17*	Action is completed when *I can work an 8 hour day*
I will *settle my marital situation*	I'll start *today. December 17*	Action is completed when *we've decided either to stay married or get divorced*
I will *take some refresher business courses*	I'll start *in January in the Spring semester*	Action is completed when *I've received a certificate and passing grade*
I will *find child care*	I'll start *December 22*	Action is completed when *I find child care for at least 6 months*

Who will help?	How will they help?
1. *Sisters*	1. *Take care of kids anytime, give me rides if I need them*
2. *Voc Rehab Counselor*	2. *Provide job leads*
3. *Pastor*	3. *Counsel my husband and me*

Appendix B

Lesson 7: Melinda Bracken Tape/slide Presentation

Tape Transcript

Melinda Bracken ***(Slide 1)*** is a 29-year-old married woman with 2 children, a ten-year-old daughter and a three-year old-son. She lives in a metropolitan area with a population of 200,000. She came to the state rehabilitation agency seeking medical services for rheumatoid arthritis and diabetes mellitis and help in finding employment.

Melinda completed a cosmetology course a year ago in another state and obtained her beautician's license. Two of her jobs during the last year have been in beauty shops ***(Slide 2)***. Because of insufficient business, her first beauty parlor job lasted only four days. The second job was a part-time job which lasted six weeks—from Thanksgiving to New Year's. That job terminated with the end of the increased holiday season business. Melinda never earned more than $150.00 per week as a beautician.

Melinda reported that she was able to set hair but she was slower than the other beauticians ***(Slide 3)***. She figured out ways to do things as a beautician that were different because of the arthritis in her hands, but the outcome of her work was equally satisfactory. Standing on busy days in the beauty parlor was rough on her. Washing hair was also difficult. However, she still felt she could do the job effectively, although at a slower pace.

In regard to vocational handicaps associated with her diabetic condition, Melinda has difficulty working certain hours ***(Slide 4)***. Her other job during the last year was at a fast food restaurant where she worked about a month. Although she could handle the physical demands of the job, she found that night work disturbed her eating schedule.

Melinda is interested in exploring other occupational possibilities ***(Slide 5)***. Specifically, she wants to learn more about her aptitudes, interests, personal assets, and needs, and their relationship to different jobs. She also wants to know more about job prospects in her community. To find out more about herself and the world of work, Melinda decided to participate in an Occupational Choice Strategy group ***(Slide 6)***.

Before we talk about some of the OCS activities, let's review some information about Melinda. Read along in your case file as her background is discussed. (Ask participants to turn to the Case of Melinda Bracken and to read the Case as it is presented on the tape.) ***(Slide 7)***.

To learn more about what she wanted from a job and what she could bring to a job, Melinda looked at her personal needs ***(Slide 8)***. Notice that she likes to use her abilities, work with friendly co-workers, and have a sense of job security. She also thought about her personal capacities ***(Slide 9)***. Melinda recognizes that her arthritis has affected the use of her hands and her mobility. But Melinda knows too that she has many positive capacities, like good thinking, reading, and speaking skills. Melinda has many other strengths important on the job; she gets along well with others, solves problems efficiently, and makes sound decisions.

OCS activities, especially the Occupational Report ***(Slide 10)*** helped Melinda learn about two other important personal characteristics—her interests and aptitudes. Melinda enjoys ***(Slide 11)*** working with business details—facts and figures. She likes to help others meet their needs, particularly on a one-to-one basis, and she prefers doing so in a creative manner. She can be persuasive in her approach, but she likes to feel that her suggestions will help the person.

Melinda's Occupational Aptitude Profile ***(Slide 12)*** suggests that her general (G), numerical (N), and verbal (V) intelligence is in the average range. She has above average form perception (P) which means that she is able to handle detail and make comparisons and discriminations. Her clerical perception is average (Q), indicating that she possesses sufficient speed and accuracy for most business detail jobs. Melinda's chief aptitude limitations involve manual and finger dexterity and motor coordination. Her problems with dexterity and coordination resulted directly from arthritis.

Considering her needs, capacities, aptitudes and interests, Melinda would be a good prospect for many different types of jobs ***(Slide 13)***. However, the demands of these jobs should be carefully studied. For example, based on her aptitude profile, Melinda has the abilities for a number of jobs. Review these jobs in her case file (Occupational Aptitude Patterns) and identify some possibilities that are appropriate for Melinda. (Discuss job possibilities for Melinda in the group. Focus on the relationship of those jobs to her personal characteristics.)

Melinda worked through other OCS activities and information and developed a vocational goal. She completed and discussed an Occupational Balance Sheet ***(Slide 14)***. The Balance Sheet helped her identify a feasible vocational choice. She examined her feelings and thoughts ***(Slide 15)*** about that choice and developed some responses to obstacles in her path ***(Slide 16)*** that were consistent with all that she had learned about herself and the world of work in OCS ***(Slide 17—Occupational Exploration Worksheet)***. She used all of this information to develop her own vocational plan ***(Slide 18)***.

You will have an opportunity to learn more about yourself and the world of work, too. Through OCS, you will see how your needs ***(Slide 19)***, capacities ***(Slide 20)***, interests ***(Slide 21)***, and aptitudes ***(Slide 22)*** relate to possible job choices. You will complete your own Worksheet ***(Slide 23)*** and Balance Sheet ***(Slide 24)*** on the way to developing your vocational plan ***(Slide 25)***. Just as Melinda did ***(Slide 26)***, you will find a job that fits you and your local community.

Good luck. Remember—OCS, your OCS leader, and the other participants are here to help you focus your job pictures and get the job you want.

List of Slides

1. Melinda Bracken
2. Beauty Shop
3. Melinda at Work in a Beauty Shop
4. Clock
5. OCS Title Slide
6. OCS Group
7. Melinda Bracken's Background
8. Personal Needs (Melinda)
9. Personal Capacities (Melinda)
10. Occupational Report (Melinda)
11. Interest Profile (Melinda)
12. Occupational Aptitude Profile (Melinda)
13. Melinda's Job Possibilities
14. Occupational Balance Sheet (Melinda)
15. Feelings and Thoughts (Melinda)
16. Obstacles and Solutions (Melinda)
17. Melinda's Vocational Exploration Worksheet
18. Melinda's Vocational Plan
19. Needs Sheet (Blank)
20. Personal Capacities (Blank)
21. Interests (Blank)
22. Aptitudes (Blank)
23. Worksheet (Blank)
24. Balance Sheet (Blank)
25. Vocational Plan (Blank)
26. Melinda At Work as a New Accounts Clerk

Appendix C

Appendix C has been added to help rehabilitation professionals who cannot allocate 11 hours to the Occupational Choice Strategy. The lessons listed below are essential to the vocational exploration and decision making process and require about 6 hours to complete. While use of the complete OCS package is encouraged, practical constraints may prevent doing so, hence the list of lessons to follow: (Please note that this shortened OCS version cannot be expected to be as effective as the original.)

1. Introduction
2. Breaking the Ice
3. Should I Be Here?
6. Road Map
7. What Makes a Good Decision?
10. Personal Needs Assessment
11. Discovering Capacities
12. A Look at Interests
13. What are My Aptitudes?
14. Review
15. Knowing the World of Work
16. Making Preliminary Choices
17. Learning About Possible Occupations
20. Making a Vocational Choice and Plan
21. Occupational Balance Sheet
23. Identifying Obstacles
26. Making Plans

Appendix D

Supplementary Occupational Screen for Low-Functioning VR Clients

The Occupational Report (OR) identifies those work groups in the U.S. labor market for which VR clients possess **suitable** aptitudes for success (high level) and **minimal** aptitudes for success (medium level). However, many VR clients who receive intensive services in work centers and comprehensive facilities qualify for few if any of the 66 work groups, based on the normative cutoff scores which reflect competitive employment standards.

Yet, it is recognized that low-functioning VR clients may have **potential** for employment in selected occupations, after provision of needed rehabilitation services. The supplementary screen given below may be used to identify work **subgroups** (indicated by the last two digits of the number) appropriate for low-functioning clients who possess the specified aptitude scores. It must be emphasized that qualification for these work subgroups suggests only that clients may have **employment potential** for some occupations within these work subgroups. The supplementary screen should be used with clients who qualify for very few or no work groups using the regular criteria. Thus, the **first step** is always to generate the OR using GATB or NATB raw scores and USES-II raw scores. The **second step** is to compare the low-functioning client's **standard aptitude scores** to four new combinations of cutting scores (standard aptitude scores are given in parentheses in the ranked list of aptitudes on the OR):

Scores of 75 or higher on aptitudes S, P, and M.

Scores of 75 or higher on aptitudes K and M.

Scores of 80 or higher on aptitudes Q and K.

Scores of 80 or higher on aptitudes N, S, and P.

Interest scores should also be considered when clients who qualify for any of these work subgroups are exploring occupations in the various interest areas (first two digits). In general, the occupational exloration process with low-functioning VR clients parallels that followed with other clients, with the exception that specific occupations within the work subgroups must be examined carefully for individual suitability.

1. If the client has scores of 75 or higher on aptitudes S, P, and M, then he/she may have **employment potential** for occupations in the following work subgroups:

   No. 01.06.02 Arts and Crafts

   No. 05.05.01 Masonry, Stone, and Brick Work
   No. 05.05.04 Painting, Plastering, and Paperhanging
   No. 05.05.08 Woodworking
   No. 05.05.13 Printing
   No. 05.05.15 Custom Sewing, Tailoring, and Upholstering
   No. 05.08.08 Services Requiring Driving
   No. 05.10.08 Food Preparation
   No. 05.11.04 Materials Handling

   No. 09.03.01 Group Transportation
   No. 09.03.02 Individual Transportation

2. If the client has scores of 75 or higher on aptitudes K and M, then he/she may have **employment potential** for occupations in the following work subgroups:

No. 03.03.02 Animal Service

No. 03.04.01 Farming
No. 03.04.02 Forestry and Logging
No. 03.04.03 Hunting and Fishing
No. 03.04.04 Nursury and Groundskeeping

No. 08.03.01 Peddling and Hawking
No. 08.03.02 Promoting

No. 09.05.02 Food Services
No. 09.05.03 Portering and Baggage Services
No. 09.05.04 Doorkeeping Services
No. 09.05.06 Individualized Services
No. 09.05.07 General Wardrobe Services
No. 09.05.08 Ticket Taking, Ushering
No. 09.05.09 Elevator Services
No. 09.05.10 Packaging-Wrapping

3. If the client has scores of 80 or higher on aptitudes Q and K, then he/she may have **employment potential** for occupations in the following work subgroups:

No. 05.09.01 Shipping, Receiving, and Stock Checking
No. 05.09.02 Estimating, Scheduling, and Record Keeping
No. 05.09.03 Verifying, Recording, and Marking

No. 07.07.01 Filing
No. 07.07.02 Sorting and Distribution
No. 07.07.03 General Clerical Work

4. If the client has scores of 80 or higher on aptitudes N, S, and P, then he/she may have **employment potential** for occupations in the following work subgroups:

No. 06.07.06 Logging and Lumber

No. 06.01.02 Machine Set-Up
No. 06.01.03 Machine Set-Up and Operation
No. 06.01.04 Precision Hand Work

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